

School Plan for Student Achievement Oraze Elementary



7/1/24-6/30/25

Contact:
SARA MCAVOY, Principal
(559) 327-1700
saramcauoy@clouisusd.k12.ca.us

Our parent involvement policy can
be found here:

[Click Here](#)

School Year:

2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Roger S. Oraze Elementary School	10-62117-0123869	May 6, 2024	June 12, 2024

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District Goals and Plan Overview

The purpose of the School Plan for Student Achievement (SPSA) is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Our district AIMS as well as our district's CLASSI goals are woven throughout our plan to meet the high expectations our district holds for our school sites, staff, students, and community.

District AIMS:

AIM I: Maximize Achievement for ALL Students

AIM II: Operate with Increasing Efficiency and Effectiveness

AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Within our SPSA we have created a plan that focuses on academic achievement for all students. It is our ultimate goal to implement this plan and continue to increase academic achievement in both math and ELA. We also have goals written in the areas of increasing attendance and suspension rates.

Educational Partner Involvement

How, when, and with whom did Roger S. Oraze Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our educational partners, including but not limited to our SSC, ELAC, and staff, play a huge role in the creation, monitoring, and revisions of our School Plan for Student Achievement. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports for students and families, and more. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. Our committees then discussed possible next steps and needed changes as well as made recommendations to site administration for our SPSA.

The following recommendations were made:

- Intervention teachers: Bilingual support
- Focus on academic growth
- Continue communication with community

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

*In our "ALL Students" category, Orazo has no Red and Orange indicators.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The following subgroups have two or more indicators below the all student performance level in the following areas:

- ELA: SWD
- Math: English Learners, SWD, Hispanic

Red indicators: English Learners in English Learner Progress

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Local indicators and educational partner feedback also indicate that we have needs in the following areas:

*iready diagnostic growth

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
ELA Overall Met / Exceeded		Math Overall Met / Exceeded	
2022-2023	19.1 points above standard	2022-2023	2.1 points above standard
2021-2022	10.5 points above standard	2021-2022	13.5 points below standard
2018-2019	22.3 points above standard	2018-2019	7.2 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	71.5 points below standard	SWD	78.1 points below standard
EL	1 points above standard	EL	14.3 points below standard
SED	0.8 points below standard	SED	18.6 points below standard
Hispanic	4.6 points above standard	Hispanic	26.9 points below standard
Asian	13.1 points above standard	Asian	2.6 points above standard
AA		AA	
Two or More Races	3.2 points below standard	Two or More Races	10.3 points above standard

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
<p>Last year Oraze Elementary had a goal 5% of increase in scores for state assessments. Oraze met the school wide goal and will set to achieve the same goal moving forward.</p> <p>Oraze Elementary has a school wide goal of 5% increase of Math scores on state assessments, the goal was achieved. This upcoming year the school will set to achieve the same goal, growing another 5%.</p>
Identified Need(s)
As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.

Based on our data analysis and needs assessment, we need to:

*Refine our instructional practices around writing in grades K-6 for all students with special considerations for our SWD and EL subgroups

*Increase academic supports in language acquisition for our English Language Learners

*Increase academic supports in math for all students, with special consideration for our SWD and EL subgroups

*Increase after school intervention

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
<p>Increase overall student achievement in K-2 end of the year CLASSI assessments in ELA and Math by 10%</p> <p>Increase overall student achievement in 3rd-6th on SBAC assessments in ELA and Math by 5% Cohort Data</p>	<p>G1 A1: Provide reading training K-2</p> <p>Strategy will include: *PD *PD materials *sub release time</p>	<p>TGLE process DATA collection of mastery standards iReady Data cutpoints ELPAC data and reclassification rates Student work samples Lesson plans Instructional Rounds Observations PLC DATA cycles</p>	<p>K-2 Reading Scores baseline in fall</p>	<p>show growth throughout the school year in the area of reading for our K-2 students</p>
	<p>G1 A2: PLC focus continues to need to be on looking at student data to inform instruction</p>	<p>Grade Level Leadership Meeting training PLC Agendas, minutes, and use of essential standards PLC Data Tracker PLC Self- Assessment and Tier 1/Tier 2 Checklists Number of teachers AVID trained Guided Reading Instruction in Grade 1</p>	<p>State test scores ELPAC iready diagnostic growth</p>	<p>Academic growth in both ELA and Math by 5%</p>
	<p>G1 A3: An Increase in Rigor and Articulation amongst grade levels is needed school-wide. To abet in this endeavor, students will engage in articulated organization strategies.</p>	<p>WICOR walk and observation of AVID Instructional Instructional Focus of Organization</p>	<p>AVID site team and AVID coordinator GIS, Principal</p>	<p>100% of staff employing the AVID Instructional Focus during the</p>

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	<p>G1 A4: PD in the area of AVID Strategies may include:</p> <ul style="list-style-type: none"> • PD/conferences • Teacher release time • Supplemental materials for PD 	Number of teachers AVID trained	18 teachers AVID trained	<p>school year. Implementation of College Week.</p> <p>22 teachers AVID trained</p>
	<p>G1 A5: Continue with site interventions to meet the needs of individual students</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> • Staffing such as intervention teachers or teacher stipends • BIA support for our EL students • supplemental intervention materials • supplemental technology resources 	Growth on CFA's, Iready, and/or EOY assessments	<p>ELA 19.1 pts above standard</p> <p>math 2.1 pts above standard</p>	10% growth

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Additional supports will be provided for our EL and SWD populations as indicated in the actions above.	We have actions dedicated to all students with special attention to our EL subgroup.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Provide reading training K-2 Strategy will include: *PD *PD materials *sub release time	*All Students *EL Students	14,330.00 LCAP Supplemental
G1 A2: PLC focus continues to need to be on looking at student data to inform instruction	*All Students *EL students *SWD	12,212.21 LCAP Intervention 21,360.00 LCAP Supplemental
G1 A3: An Increase in Rigor and Articulation amongst grade levels is needed school-wide. To abet in this endeavor, students will engage in articulated organization strategies.	*All Students *EL Students	5,000 LCAP Supplemental
G1 A4: PD in the area of AVID Strategies may include: <ul style="list-style-type: none"> • PD/conferences • Teacher release time • Supplemental materials for PD 	*All Students *EL Students	
G1 A5: Continue with site interventions to meet the needs of individual students Strategies may include: <ul style="list-style-type: none"> • Staffing such as intervention teachers or teacher stipends • BIA support for our EL students • supplemental intervention materials • supplemental technology resources 	*All Students *EL Students	8485.36 Title III English Learner

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
Chronic Absenteeism DATA		Suspension DATA	
2022-2023	15.8% Chronically Absent	2022-2023	2.7% suspended at least one day
2021-2022	21.2% Chronically Absent	2021-2022	2.7% suspended at least one day
2018-2019	7.9	2018-2019	2.9
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	29.8% Chronically Absent	SWD	4.4% suspended at least one day
EL	11% Chronically Absent	EL	4.7% suspended at least one day
SED	21.8% Chronically Absent	SED	3.7% suspended at least one day
Hispanic	19.5% Chronically Absent	Hispanic	3.5% suspended at least one day
Asian	14.3% Chronically Absent	Asian	1.8% suspended at least one day
AA	30% Chronically Absent	AA	4.5% suspended at least one day
Two or More Races	10.3% Chronically Absent	Two or More Races	0% suspended at least one day

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
Through enhancing student engagement we were able to increase our attendance rates and lower suspension rates.
Identified Need(s)
As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.
Based off of parent and staff surveys, CA Dashboard looking at suspensions and attendance, we found a need to increase student engagement and safety on campus.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
Increase Safety and supervision on campus	Increase on training of supervision during all school events	SART survey results Grade Level Leadership feedback Mid-year climate survey feedback	Results from the previous year and compare to this year	Positive SART Survey and Climate Survey Results
	Create a safe and welcoming environment for all students, decreasing suspension rate and increasing student attendance.	Suspension rates Attendance rates	15.8% Chronic absenteeism 2.7% suspension rate	13% Chronic absenteeism 2.0% suspension rate
Leverage Resources to add co-curriculars and opportunities for all students to enhance engagement and reducing suspension rates.	SART survey results continued to point to a need of academic co-curriculars and other opportunities to reach ALL students	LCAP feedback SART feedback	500 students	Increase in Co-curricular participation and student SART survey results

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Increase communication in a variety of language to our families in the area of co-curriculars. Oraze will work to create a safe and welcoming environment for all families with increased communication in home languages.	As listed above

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
Increase on training of supervision during all school events	*All students	5,331.24 LCAP Supplemental

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
Create a safe and welcoming environment for all students, decreasing suspension rate and increasing student attendance.	*All students *EL students *SWD *SED	PD, subs, etc.
SART survey results continued to point to a need of academic co-curriculars and other opportunities to reach ALL students	*All students	

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$8,485.36
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$66,718.81
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$46,021.24	0.00
Title III English Learner	\$8,485.36	0.00
LCAP Intervention	\$12,212.21	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

LCAP Intervention	\$12,212.21
LCAP Supplemental	\$46,021.24
Title III English Learner	\$8,485.36

Subtotal of state or local funds included for this school: \$66,718.81

Total of federal, state, and/or local funds for this school: \$66,718.81

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Role
Sara McAvoy	Principal
Melissa Farrell	Teacher
Debbie Vang	Teacher
Dao Vang	Teacher
Jaclyn Russell	Other Staff Member
Maria Miguel	Parent Member
Kimberly Hendrix	Parent Member
Kishauna Ellard	Parent Member
Megan Burdick	Parent Member or Secondary Student
	Parent Member or Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:


- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: SSC and ELAC (if applicable)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/6/24.

Attested:

Three handwritten signatures in blue ink are stacked vertically. The top signature is the most legible, appearing to read 'Sara McAvoy'. The middle signature is more cursive and appears to read 'Megan Burdick'. The bottom signature is very cursive and appears to read 'Jaclyn Russell'.

Principal, Sara McAvoy on 5/6/24

SSC Chairperson, Megan Burdick on 5/6/24

Other Committee Member (optional), Jaclyn Russell on 5/6/24